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ABSTRACT

A study of college students was conducted to identify academic skill areas in which students were deficient. Dormitory residents were surveyed by questionnaire in the fall post-midterm (N=300), fall pre-final (N=210), winter (N=261), and spring (N=128). The questionnaire measured factors of distractability, concentration, self-concept, difficulty identifying important material, and feeling of time pressure. Results showed students had some difficulties on all academic factors. No consistent pattern of students' improving their academic skills over time was shown, either from term to term or from freshman through senior years. A complex interaction between the developmental level of students and the residence hall environment was suggested by significant interaction effects between the hall variable and other variables. This supports a need for hall staff to design interventions which promote skill development of students and provide an environment which supports academic growth. Further research needs to examine the nature of the interaction between the student and the environment. (The questionnaire and survey data tables are included). (ABL)

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# INTELLECTUAL COMPETENCE AS REFLECTED BY ACADEMIC SKILL ASSESSMENT: A PRELIMINARY STUDY

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## INTRODUCTION

During the 1984-85 school year, a pilot study was initiated to identify the academic difficulties of students living in the South Area Residence Halls at The Ohio State University. The specific purpose of the study was to identify academic skill areas in which the residents were deficient. The Academic Support Program would then be able to offer programming in the residence hall environment to address the identified problem areas.

To implement the study, a 20% random sample of the resident population was asked to complete a questionnaire post-midterm and pre-finals of Fall Quarter and during the middle of Winter Quarter. Another 10% sample of the population was assessed Spring Quarter to determine whether they perceived any changes in their academic skills during the year. The assessment data was subjected to common factor analysis for data reduction and the resulting factor scores for the students was analyzed using univariate techniques. The results of the survey revealed that students on the average experience "occasional" to "some" difficulty on all the factors identified: distractibility, concentration, stress related to self-concept, the ability to identify important material to study, and time pressure. Statistically significant differences were observed by rank, hall, and sex.

It is difficult to draw conclusions from the initial data because of the complex interactions of all the variables and the lack of carefully controlled research techniques, however, the researchers considered three pieces of information to be the most significant. First, the residence hall environment appears to impact the academic experience of students. Second, students do not appear to experience change on the academic factors identified during the

course of the year. Third, upperclass students in the residence halls do not consistently report less difficulty than Freshmen on these issues.

Although the initial intent of this study was to assess student needs, it has become obvious to the researchers that additional research needs to be done in this area. If the residence hall environment impacts the academic success of students, then interventions can be designed to promote student development in academic areas. To do so, it is necessary to measure student needs and progress. It is also important to assess the residence hall environments and policies to ascertain what factors support academic development.

## METHOD

### Instrument Development

The Needs Assessment questionnaire was developed by members of the South Area Academic Support Committee. The committee initially identified seven study-related issues which are commonly considered to problematic for students: time management, test taking, taking notes, studying textbooks, stress, concentration, and motivation. Thirty-four statements were written to address these issues. A likert scale was used as a means for respondents to express the degree of difficulty they experienced with each problem statement. Demographic data used in the analysis consisted of rank in school, sex, and residence hall. (See Appendix)

Since the purpose of the Spring Quarter assessment was to get the students to report whether they noticed any change in the amount of difficulty they had on the academic issues during the year, the instrument was modified

for Spring Quarter. The same problem statements were used, but the likert scale was changed to assess student perception of the year rather than their current difficulty with the academic issues. (See Appendix)

## Procedures

Two 10% random samples of each residence hall complex in the South Area were used for the initial study. One 10% sample was sent questionnaires during the 6th week of Fall Quarter and the other 10% were assessed during the 8th week to give post-midterm and pre-final assessment data. The entire 20% sample was reassessed during the 5th week of Winter Quarter to determine if their responses changed over time.

During Spring Quarter, an attempt was made to determine whether students perceived a change in their academic skills during the course of the school year. A new 10% sample of students from each hall was used for this purpose.

Each time the instrument was administered, the Resident Advisors distributed it and collected it from the respondents. A cover letter that accompanied the questionnaire was used to explain the study to the students. The letter explained the purpose of the study, assured the students of their anonymity, and encouraged their voluntary participation.

A total of 300 questinnaires were returned in the Fall post-midterm groups; 210 in the Fall pre-final groups; and 261 in the Winter groups. This represents approximately a 50% return rate for Fall Quarter and a 25% return rate for Winter Quarter. Since the responses were voluntary, the Fall and Winter groups could not be considered repeated measures on the same individuals. The return rate for Spring Quarter was 128, approximately one-third of the questionnaires distributed.

## Analysis

The analysis of data was done in three parts. First, the means and standard deviations of the original likert scale data were determined. This step was done to determine the average response of the students on each of the thirty-four questions.

The second part of the analysis consisted of subjecting the data to common factor analysis. The purpose of this procedure was to reduce the data to a manageable form and to determine the factor structure inherent in the instrument. Subsequent to varimax rotation, twenty-eight of the original thirty-four questions were retained. Five salient factors emerged and were interpreted and labeled as follows:

| Factor | Description |
|---|---|
| Factor 1: Distractability | Procrastinating; letting fun activities interfere with studying |
| Factor 2: Concentration | Mind wanders; having difficulty remembering what was read; short attention span |
| Factor 3: Stress/Self-Concept | Nervousness or giving up; Not doing as well as expected; Comparing self to others |
| Factor 4: Identifying Important Material | Difficulty picking out important points in lectures or textbooks; trying to guess what is important for tests |
| Factor 5: Time Pressure | Feeling overwhelmed or pressured with the amount of work |

Table 1 identifies Factor items, loadings and Cronbach's $\alpha$ for each Factor.

**Table 1. Factor Items, Associated Loadings and Cronbach's**

| | Factor I - Distractability $\alpha = .87$ | Loading |
|---|---|---|
| (15) | I leave everything to the last minute and then stay up all night working on it. | .7527 |
| (22) | My studying is done at random times, mostly depending on demands of approaching classes. | .7487 |
| (14) | I have trouble getting started with my studying. | .7305 |
| (8) | I spend a lot of my time partying, watching TV, or goofing around to the point of hurting my studies. | .7293 |
| (21) | I usually choose to do something fun instead of studying. | .6760 |
| (19) | I spend more time worrying about getting my work done than I spend actually studying. | .5380 |
| (20) | I am unable to concentrate well and am easily distacted. | .5218 |

| | Factor II - Concentration $\alpha = .79$ | Loading |
|---|---|---|
| (11) | I usually skim through chapters rather than reading in depth. | .6771 |
| (13) | I often read my assignments without actually thinking about what I'm reading. | .6672 |
| (3) | After reading a chapter in a textbook, I often remember little of what I have just read. | .5792 |
| (10) | I can't make sense of the notes I take in class when I go back to study. | .5768 |
| (27) | I can concentrate on reading assignments only for a short time before the words become meaningless. | .5473 |
| (5) | My mind wanders in class; I often miss what the instructor is saying. | .5479 |

| Factor III - Stress, Self-Concept $\alpha$ = .81 | | Loading |
|---|---|---|
| (34) | I feel helpless and give up, when I have too much school work to do. | .6125 |
| (32) | I spend a lot of time comparing myself to other students, wondering whether I can compete in college. | .6027 |
| (6) | When a subject becomes too difficult or boring, I tend to give up trying to understand it. | .5939 |
| (26) | I am discouraged because I'm not doing as well in school as I expected. | .5797 |
| (12) | I have difficulty concentrating on test questions because I am so nervous. | .4857 |
| (9) | I forget what I have learned when I get in a test. | .4829 |
| (29) | I spend most of my time studying for the classes I like and put off studying the ones I don't like. | .3856 |

| Factor IV - Identifying Important Material $\alpha$ = .77 | | Loading |
|---|---|---|
| (7) | I usually can't guess what material the instructor will cover on a test. | .6953 |
| (16) | I get confused on objective tests because all the answers are alike. | .6509 |
| (17) | I feel frustrated when trying to determine what is important in a lecture. | .6096 |
| (24) | I have difficulty picking out the important points of reading assignments, points that later appear on exams. | .6058 |
| (2) | The instructors talk too fast for me to write everything down. | .5479 |

| Factor V - Stress, Time $\alpha$ = .65 | | Loading |
|---|---|---|
| (1) | I feel overwhelmed with all my assignments and tests. | .7732 |
| (25) | I feel pressured with all the work I have to do. | .7442 |
| (4) | I often can't sleep because I am thinking about all my assignments and tests. | .5468 |

Factor scores were then obtained for each individual student. In the third phase of analysis, the factor scores were subjected to a four-way univariate analysis of variance to determine whether significant differences existed. The independent variables were: Group (time of assessment); sex, rank in school; and residence hall. Only the Fall and Winter data (Groups 1, 2, and 3) were used for comparison purposes. The Spring data was analyzed separately.

## RESULTS

The factor analysis performed on the instrument revealed five structural factors and the clusters of questions which loaded on each factor. Student responses from the first three groups of data (Fall and Winter Assessments) were analyzed to determine the mean response on the likert scale for each cluster of questions. These are reported in Table 2.

An examination of Table 2 indicates that students on the average report having "occasional" to "some" difficulty in all the academic areas identified.

The data from Group 4 (Spring Assessment) were analyzed in the same way and the results are reported in Table 3.

The data indicates that students notice little change or slightly less difficulty from Fall quarter to Spring quarter on all factors.

Factor score means from groups 1, 2, and 3 were subjected to a four-way mixed effects analysis of variance. The variables which showed significance at the .05 level are reported in Table 4.

Since significant differences were observed for the interaction of rank and hall on the distractability and concentration factors, the factor score means for these variables were plotted graphically to depict those relationships. The significant three-way interactions on Factor 4 were also graphed.

It is interesting to note that there were no significant differences on the dependent variables for the two stress factors, stress related to self concept and time pressure. There were also few differences between groups, indicating that students reported the same degree of difficulty each time the assessment was given.

Factor scores for Group 4, the Spring Quarter assessment group, were also subjected to a three-way analysis of variance. There were no significant differences by sex, rank, or hall.

Distractibility

An examination of the interaction between rank and hall effects on distractibility (graphs 1 and 2) reveals rank differences in all halls except the Mack/Canfield complex (see Appendix for demographic descriptors for each residence hall). Freshmen appear to be most distractible in the high rise complexes. Sophomores reported the highest distractibility in Baker Hall and the Smith/Steeb complex. Distractibility for Juniors in Park/Stradley and Smith/Steeb is remarkably higher than in the other complexes. Seniors report less difficulty with distractability than any other rank of students.

Concentration

The graph of the interaction on rank and hall effects on concentration (graph 3) reveals that Seniors report less difficulty concentrating than the other students in all the residence halls. There appears to be little difference for most other students, with the exception of Juniors who report little difficulty concentrating in Baker Hall and a lot of difficulty in Park/Stradley. Freshmen in Mack/Canfield also indicated they had more problems concentrating than other students in that complex.

## Table 2

Score Means on Instrument (Groups 1, 2 & 3)

Factor 1 - Distractability

| | Mean | |
|---|---|---|
| Q 15 | 2.4133 | Total Mean = 2.6804 |
| 22 | 3.4275 | |
| 14 | 2.9674 | |
| 8 | 2.2302 | |
| 21 | 2.5151 | |
| 19 | 2.4479 | |
| 20 | 2.7617 | |

Factor 2 - Concentration

| | | |
|---|---|---|
| Q 11 | 2.2552 | Total Mean = 2.3844 |
| 13 | 2.5443 | |
| 3 | 2.7516 | |
| 10 | 1.7768 | |
| 27 | 2.5352 | |
| 5 | 2.4434 | |

Factor 3 - Stress; Self-Concept

| | | |
|---|---|---|
| Q 34 | 1.8827 | Total Mean = 2.4878 |
| 32 | 2.6741 | |
| 6 | 2.3086 | |
| 26 | 3.1004 | |
| | 122.1319 | |
| 9 | 2.1932 | |
| 29 | 3.1240 | |

Factor 4 - Identifying Important Material

| | | |
|---|---|---|
| Q 7 | 2.4469 | Total Mean = 2.4098 |
| 16 | 2.3642 | |
| 17 | 2.2536 | |
| 24 | 2.4896 | |
| 2 | 2.4948 | |

Factor 5 - Stress, Time

| | | |
|---|---|---|
| Q 1 | 2.9321 | Total Mean = 2.7305 |
| 25 | 3.1175 | |
| 4 | 2.1419 | |

## Table 3

Scores Means on Instrument (Group 4)

Factor 1 - Distractability

| | Mean | |
|---|---|---|
| Q 15 | 3.2560 | Total Mean = 2.9432 |
| 22 | 3.0569 | |
| 14 | 2.8333 | |
| 8 | 2.5360 | |
| 21 | 2.9841 | |
| 19 | 2.0238 | |
| 20 | 2.9120 | |

Factor 2 - Concentration

| | | |
|---|---|---|
| Q 11 | 2.4032 | Total Mean = 2.6527 |
| 13 | 2.5738 | |
| 3 | 2.7381 | |
| 10 | 2.5484 | |
| 27 | 2.0480 | |
| 5 | 2.6048 | |

Factor 3 - Stress; Self-Concept

| | | |
|---|---|---|
| Q 34 | 3.2720 | Total Mean = 2.9828 |
| 32 | 2.9920 | |
| 6 | 2.8960 | |
| 26 | 3.0556 | |
| 12 | 2.6480 | |
| 9 | 2.6855 | |
| 29 | 3.3307 | |

Factor 4 - Identifying Important Material

| | | |
|---|---|---|
| Q 7 | 2.6587 | Total Mean = 2.8176 |
| 16 | 2.8760 | |
| 17 | 2.6960 | |
| 24 | 3.0161 | |
| 2 | 2.8413 | |

Factor 5 - Stress, Time

| | | |
|---|---|---|
| Q 1 | 1.3937 | Total Mean = 2.2466 |
| 25 | 2.6080 | |
| 4 | 2.7381 | |

## Table 4

Anova of Needs Assessment
Data by Group, Sex, Rank, and Hall

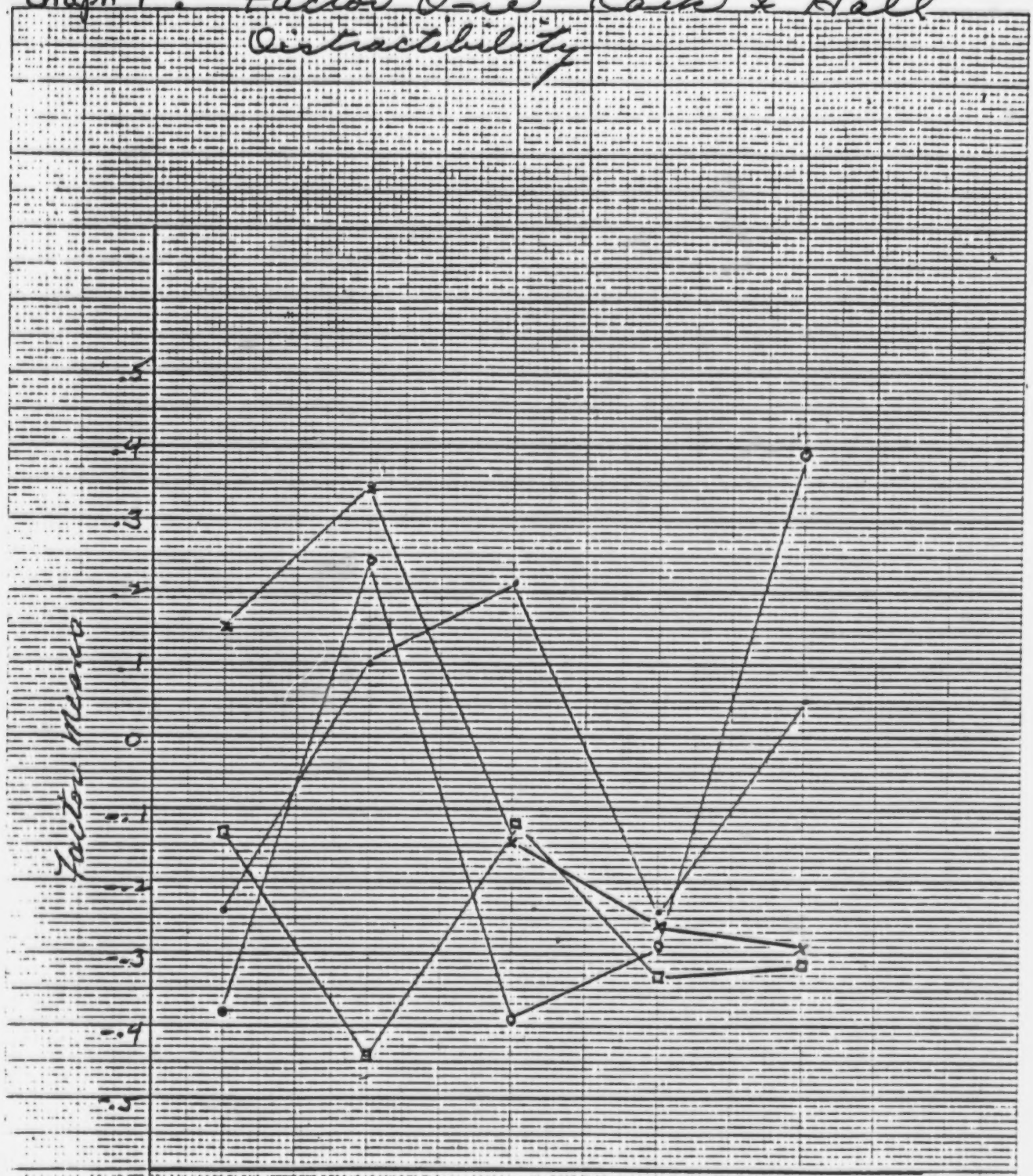
| | Source | df | SS | F |
|---|---|---|---|---|
| Factor 1 Distractability | Rank x Hall | 12 | 24.4671 | 2.22 ** |
| Factor 2 Concentration | Rank | 4 | 12.0326 | 3.36 ** |
| | Rank x Hall | 12 | 20.0706 | 1.87 * |
| Factor 4 Identifying Important Material | Rank | 4 | 10.8404 | 3.05 * |
| | Sex x Rank | 3 | 20.2674 | 7.59 *** |
| | Group x Sex x Rank | 6 | 13.8231 | 2.59 * |
| | Hall | 4 | 11.1197 | 3.12 * |
| | Rank x Hall | 12 | 34.7357 | 3.25 *** |
| | Sex x Rank x Hall | 8 | 15.2647 | 2.14 * |

* $p < .05$

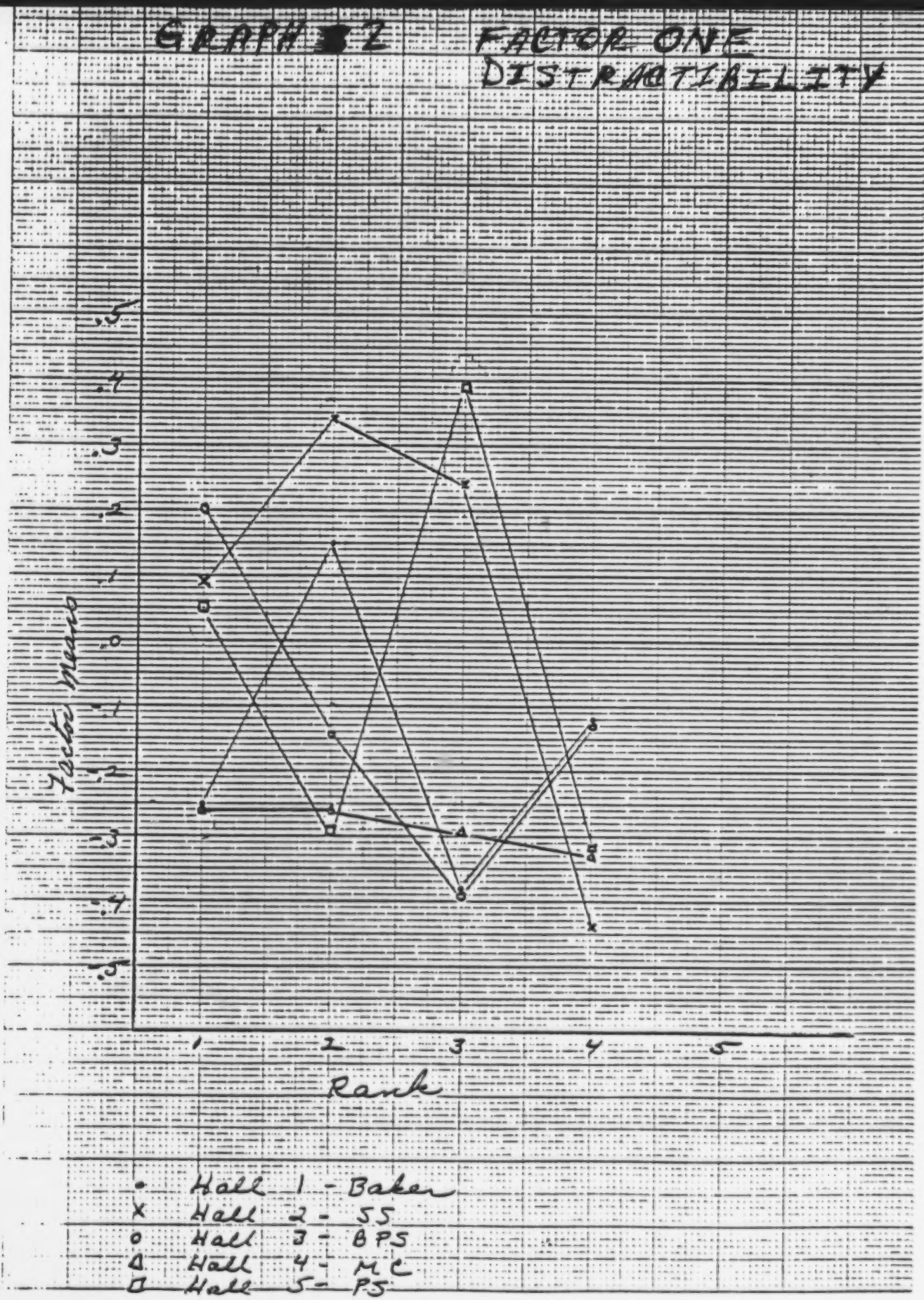
** $p < .01$

*** $p < .0001$

Graph 1: Factor One Rank * Hall Distractibility



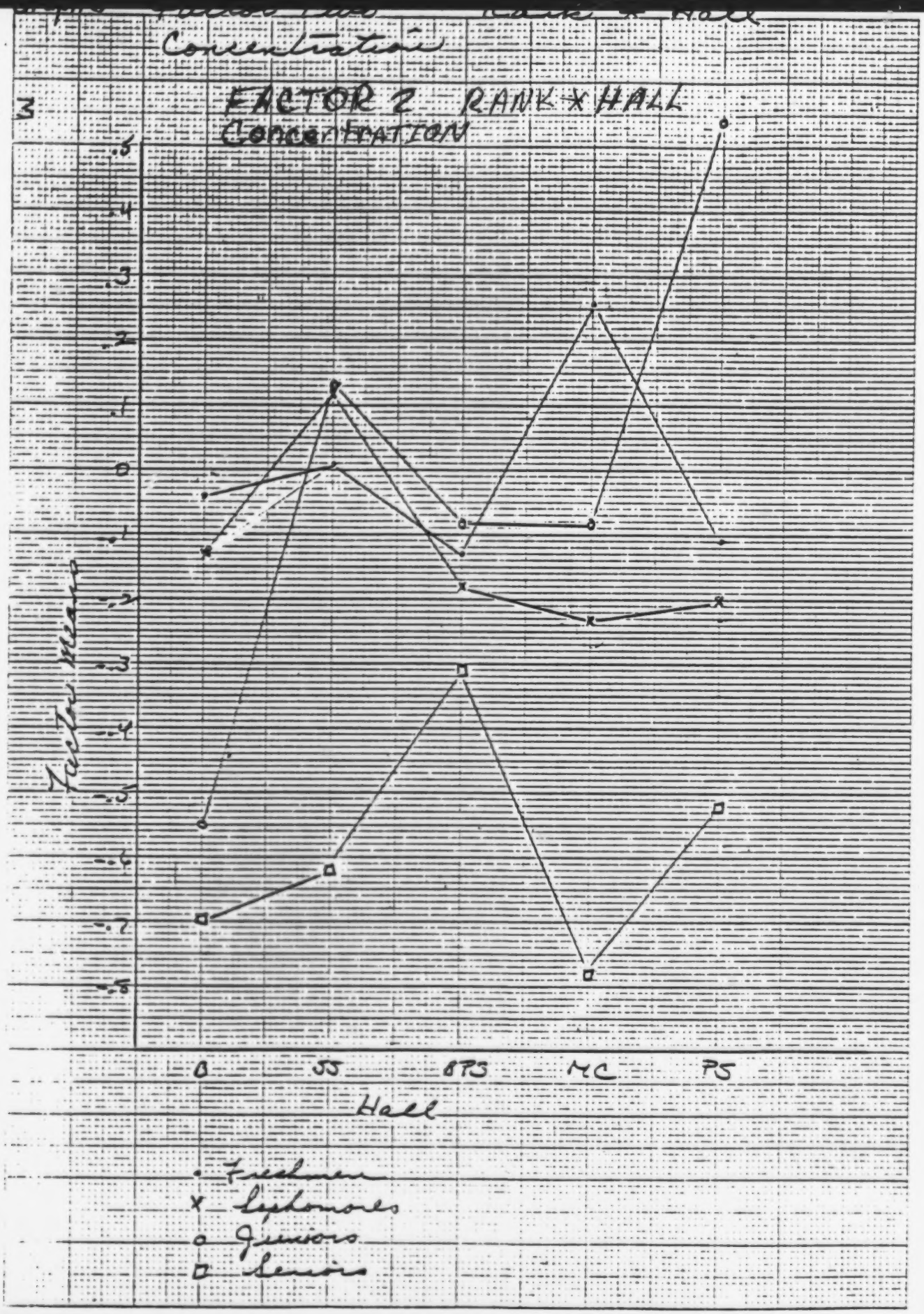
# GRAPH 2 FACTOR ONE DISTRACTIBILITY




Squares to the inch

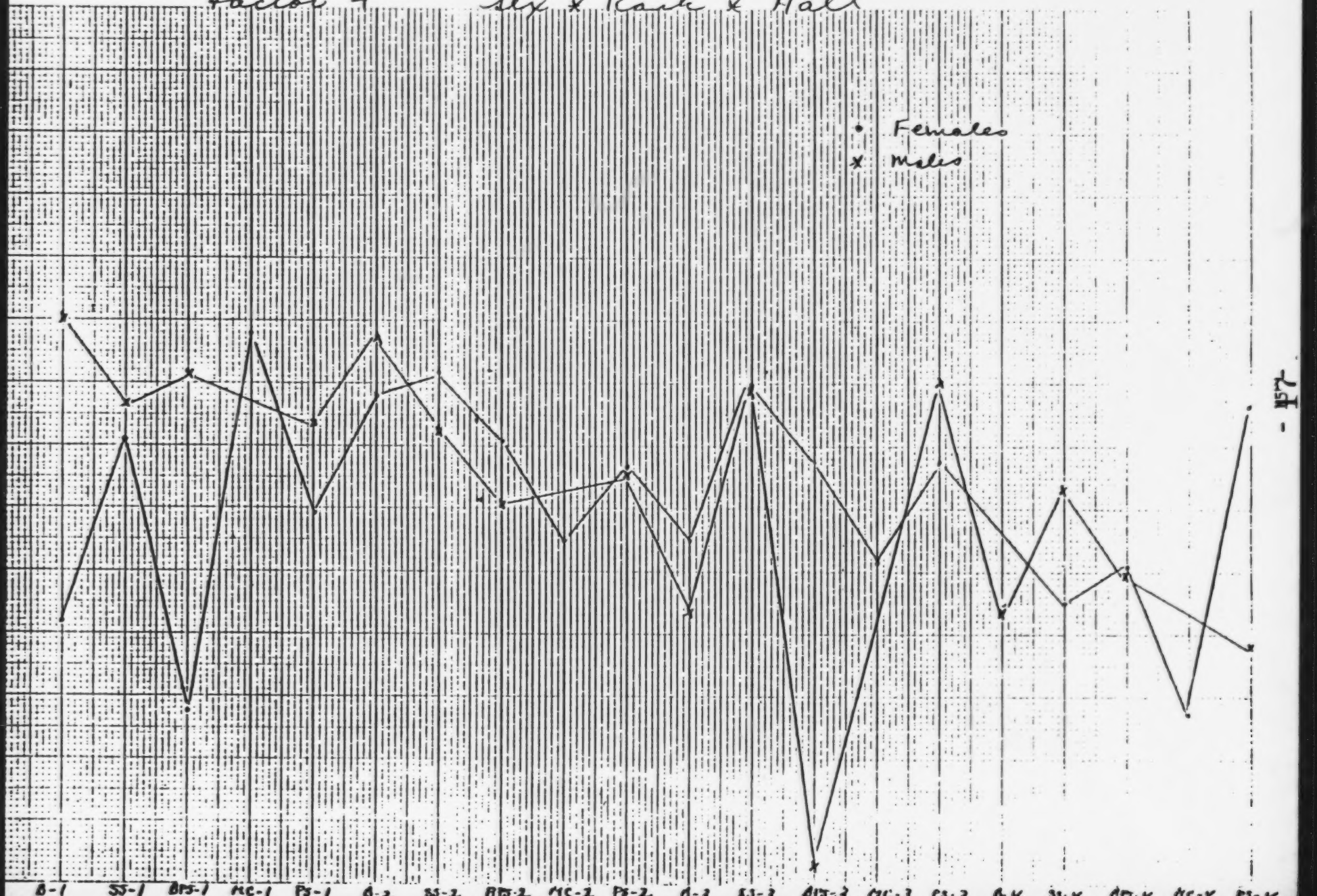
Concentration

Graph 3



Graph 4

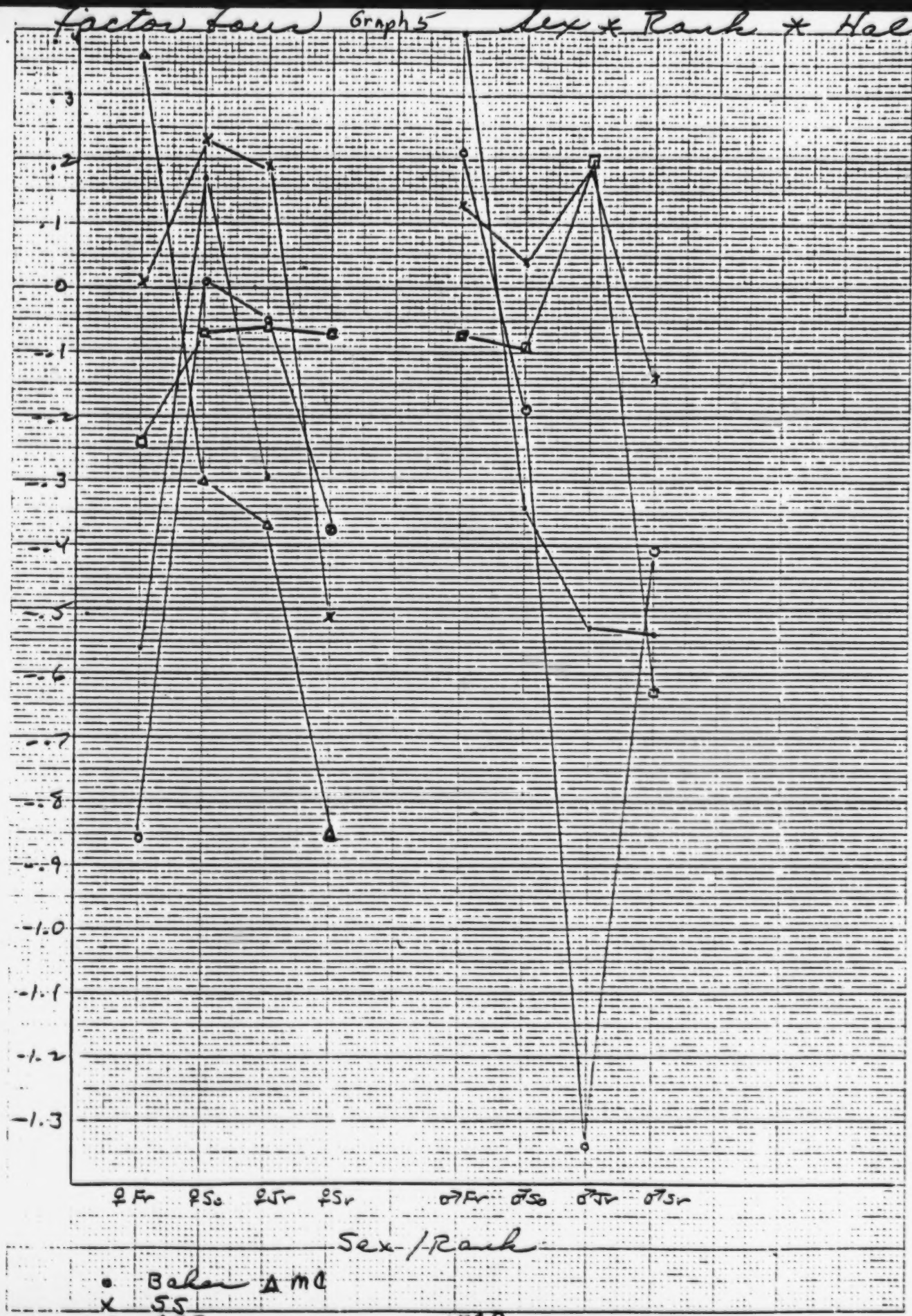
Factor 4 Sex × Rank × Hall



Ability to Identify Important Material

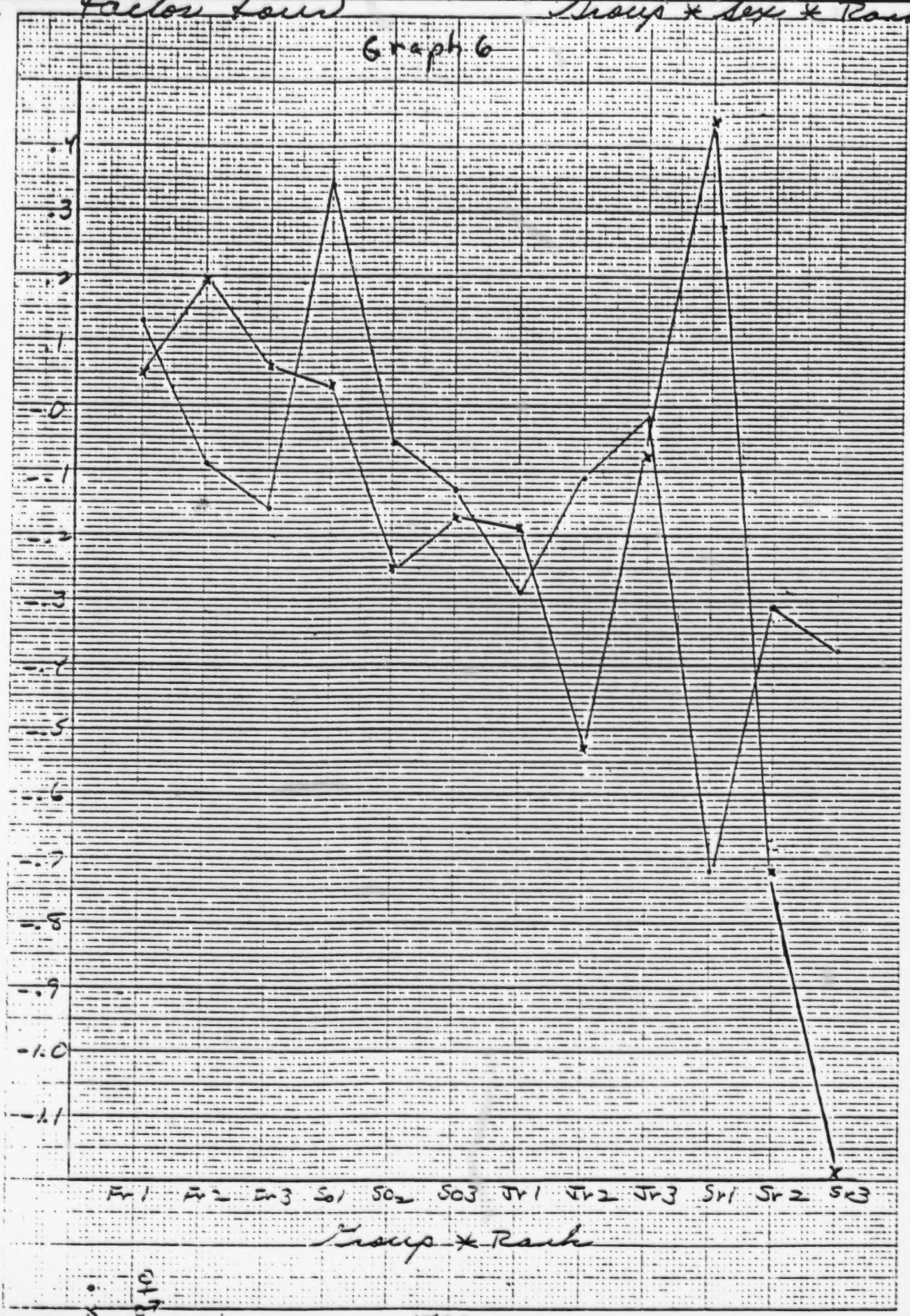
Factor 4, ability to identify important material to study, showed significant three-way interactions of Sex, Rank, and Hall effects and Group, Sex, and Rank effects. When sex differences were plotted versus Hall x Rank (graph 4), it was noted that Freshmen females in Baker Hall and the Bradley, Paterson and Siebert complex reported less difficulty than males living in the same complexes. Junior males in Bradley, Paterson and Siebert reported remarkably less difficulty identifying important materials than any other students. Senior females in Park/Stradley appear to have more problems in this area than the males in the same complex. There were very few other sex differences observed.

Hall means on factor four were also plotted versus sex x rank (graph 5). It was noted that females in Mack/Canfield showed a decline in problems of identifying important mateial from freshman through Senior years. In contrast, females in other complexes reported more difficulty during the sophomore and junior years than the freshman or senior years. In Park/Stradley and Smith/Steeb, males stayed relatively constant from year to year, except for Seniors in Park/Stradley reporting less problems. In Baker, however, Freshmen males experienced the most difficulty and the Sophomores, Juniors, and Seniors had fewer problems in this area than other male students. The males in Bradley, Paterson, and Siebert showed a decline in problems with this issue from freshman to senior years. It was noted that Junior males in Bradley/Paterson and Siebert reported remarkably less difficulty identifying important material than any other students.


Factor four Graph 5 Sex * Rank * Hall
.4
.3
.2
.1
0
-.1
-.2
-.3
-.4
-.5
-.6
-.7
-.8
-.9
-1.0
-1.1
-1.2
-1.3
♀Fr ♀So ♀Jr ♀Sr ♂Fr ♂So ♂Jr ♂Sr
Sex-/Rank
• Baker △ MC
X SS
O BPS

Factor Four — Groups * Sex * Rank

Graph 6



The interaction of group, sex, and rank on factor 4 was also graphed (graph 6). An examination of the graph reveals very little difference on this issue for students during their freshmen and sophomore years. Sophomore females appear to have more difficulty than other students post-midterm, Fall Quarter. The most remarkable differences occur during the Junior and Senior years. Junior males report relatively little difficulty pre-finals Fall Quarter, then they show a dramatic increase by Winter Quarter. By post-midterm of the Senior year, males appear to by having the most problems in this area of all students, followed by a sharp decline in difficulty when assessed pre-final and a further decline by Winter Quarter. The pattern for females during their junior and senior years appears to be exactly the opposite of the males, but is less dramatic.

## DISCUSSION

The results of the initial Needs Assessment reveal complex interactions of several variables, so interpretation must be done cautiously. Some generalizations can be made however. There is no consistent pattern of students improving their academic skills over time. Also, the living environment seems to impact skill development.

One might expect that students would experience less difficulty with academic skills over time, but this does not appear to be the case for the skill areas measured with the instrument. There are very few significant differences between student responses Fall and Winter Quarter. In addition, when students were assessed in the Spring, they reported little or no improvement. This suggests that skill development occurs slowly. It is also possible that the academic experience is not promoting development in these areas.

It was also noted that students did not consistently improve on the academic factors from the Freshman through Senior years. The only notable change was that Seniors experienced less difficulty with distractibility and concentration than other students. This, again, implies that academic skill development may not be occurring over the long term. Since the students all lived in residence halls, this may reflect a biased sample, rather than the student population as a whole. According to Moos (1979), residence halls promote the growth and development of students during the Freshman year, but reinforce existing patterns in older students. It may be that older students don't change for several reasons: internal factors that influence self-selection into the residence halls, environmental pressure which inhibits development of students with poor academic skills, or a lack of persistent

attention to long-term skill development in the academic enviroment. For residence hall staffs, this implies that older students may require the same efforts to promote skill development as the younger students.

The last, and perhaps the most important generalization from the data, is that there appears to be a significant environmental factor operating. On three out of five of the academic factors measured, there were significant interaction effects between the hall variable and other variables, especially rank by hall interactions. However, there were no consistent patterns which emerged. This suggests a complex interaction between the developmental level of students and the residence hall environment. It raises a number of questions: How are students assigned to the different halls? What are the ACT scores, GPA's, and academic abilities or attitudes of the students? What environmental factors are operating that produce different results in different halls? What environmental norms or structural factors promote or inhibit development? How do students perceive the environment and how do they impact the academic climate in which they live? To answer these questions and others, more data needs to be generated on the nature of the student and the nature of the environment. It is evident, however, that the residence hall environment is significant. This supports a need for hall staff to design interventions which promote skill development of students and provide an environment which supports academic growth.

## IMPLICATIONS

The initial intent of this study was to identify skill areas which are problematic for students, but the implications extend far beyond the design of

interventions to assist students with academic skills. If residence hall environments impact student academic development, further research needs to be done to examine the nature of the interaction between the student and the environment.

From the initial data, it is obvious that students have some difficulties on all the academic factors measured. It was also noted that there is a significant environmental factor operating. Therefore residence hall staff are in a unique position to promote the academic development of students. Programming efforts should focus on the factors identified in the study. The results of the study indicate that programming efforts should be continuous throughout the year and available for all students. In addition, staff need to assess the academic climate of the halls and actively intervene to create an environment which supports academic development. Unfortunately, we are unable to give definition to what this environment should include.

In order to provide developmental support, it becomes critical to be able to measure student skill levels and progress. The factor analysis on the needs assessment instrument provided a map of some key academic areas which are problematic for students. The instrument should be refined to measure these conceptual constructs more accurately. Controlled and systematic research procedures should be employed to test the validity and reliability of the instrument. This would create an instrument which could be used for further research and student assessment.

Since this was a pilot study, it should be repeated with a validated instrument and carefully controlled techniques. A stratified random sample should be used to insure a representative sample of the resident population. A longitudinal study of the same residents over the course of a year or several years would yield more accurate information about long term

development changes. Identifying and assessing a controlled group of students outside the residence halls could be helpful in determining the impact of residence life on academic development. Repetition of the study in these ways would improve the accuracy of the results and provide a check of the reproducability of the patterns observed in the first study.

The pilot study revealed three academic factors in which skill level was related to an interaction of the rank of the student and the residence hall environment. It is difficult to interpret these results without more accurate information about the student populations and the nature of the environmental impact. Future research should explore these factors. Information about the student population could be obtained by looking at academic performance, psychosocial variables, personality factors, and cognitive development. To accomplish this, researchers might examine ACT scores, GPA's, and the results of other instruments. Suggested instruments would be: MBTI, instruments which measure Chickerings Vectors, and instruments which measure cognitive development on Perry's scheme. The residence hall environments could also be assessed by using the URES, interviews of students and staff, and demographic data. Correlation studies would have to be performed to determine the relationship between these measurements and the results of the needs assessment.

Another avenue for future research is indicated by this initial study. Residence Life policies, which may contribute to the differences observed in the halls, should be examined. This would include such areas as contract assignments and the establishment of hall norms.

This study has provided some information about student academic skills. But, more than that, it has revealed the need for further research and provided a basis for defining research directions.

# APPENDIX

## ACADEMIC SUPPORT PROGRAM

## QUESTIONNAIRE

This questionnaire is designed to give us information about student concerns so we can help with academic success. Please answer the following questions. Remember your answers will be anonymous and confidential.

FALL/WINTER QUARTERS

NEEDS ASSESSMENT

SURVEY

Year in School:

Fr ____ So ____ Jr ____ Sr ____

Sex F _____ M _____

College (Major) _____

Circle the number that best describes your situation right now.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| never | occasionally | sometimes | a lot of the time | always |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| (1) | I feel overwhelmed with all my assignments and tests. | 1 | 2 | 3 | 4 | 5 |
| (2) | The instructors talk too fast for me to write everything down. | 1 | 2 | 3 | 4 | 5 |
| (3) | After reading a chapter in a textbook, I often remember little of what I have just read. | 1 | 2 | 3 | 4 | 5 |
| (4) | I often can't sleep because I am thinking about all my assignments and tests. | 1 | 2 | 3 | 4 | 5 |
| (5) | My mind wanders in class; I often miss what the instructor is saying. | 1 | 2 | 3 | 4 | 5 |
| (6) | When a subject becomes too difficult or boring, I tend to give up trying to understand it. | 1 | 2 | 3 | 4 | 5 |
| (7) | I usually can't guess what material the instructor will cover on a test. | 1 | 2 | 3 | 4 | 5 |
| (8) | I spend a lot of my time partying, watching TV, or goofing around to the point of hurting my studies. | 1 | 2 | 3 | 4 | 5 |
| (9) | I forget what I have learned when I get in a test. | 1 | 2 | 3 | 4 | 5 |
| (10) | I can't make sense of the notes I take in class when I go back to study. | 1 | 2 | 3 | 4 | 5 |
| (11) | I usually skim through chapters rather than reading in depth. | 1 | 2 | 3 | 4 | 5 |
| (12) | I have difficulty concentrating on test questions because I am so nervous. | 1 | 2 | 3 | 4 | 5 |
| (13) | I often read my assignments without actually thinking about what I'm reading. | 1 | 2 | 3 | 4 | 5 |
| (14) | I have trouble getting started with my studying. | 1 | 2 | 3 | 4 | 5 |
| (15) | I leave everything to the last minute and then stay up all night working on it. | 1 | 2 | 3 | 4 | 5 |
| (16) | I get confused on objective tests because all the answers are alike. | 1 | 2 | 3 | 4 | 5 |
| (17) | I feel frustrated when trying to determine what is important in a lecture. | 1 | 2 | 3 | 4 | 5 |



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| | | | | | | |
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| (18) | When reading a long assignment in a textbook, I stop periodically and mentally review the main points covered. | 1 | 2 | 3 | 4 | 5 |
| (19) | I spend more time worrying about getting my work done than I spend actually studying. | 1 | 2 | 3 | 4 | 5 |
| (20) | I am unable to concentrate well and am easily distracted. | 1 | 2 | 3 | 4 | 5 |
| (21) | I usually choose to do something fun instead of studying. | 1 | 2 | 3 | 4 | 5 |
| (22) | My studying is done at random times, mostly depending on demands of approaching classes. | 1 | 2 | 3 | 4 | 5 |
| (23) | I prefer objective questions on tests because I have the answers in front of me. | 1 | 2 | 3 | 4 | 5 |
| (24) | I have difficulty picking out the important points of reading assignments, points that later appear on exams. | 1 | 2 | 3 | 4 | 5 |
| (25) | I feel pressured with all the work I have to do. | 1 | 2 | 3 | 4 | 5 |
| (26) | I am discouraged because I'm not doing as well in school as I expected. | 1 | 2 | 3 | 4 | 5 |
| (27) | I can concentrate on reading assignments only for a short time before the words become meaningless. | 1 | 2 | 3 | 4 | 5 |
| (28) | I study hardest when I have daily assignments in my classes. | 1 | 2 | 3 | 4 | 5 |
| (29) | I spend most of my time studying for the classes I like and put off studying the ones I don't like. | 1 | 2 | 3 | 4 | 5 |
| (30) | I am so involved with extracurricular activities that I have trouble getting my work done on time. | 1 | 2 | 3 | 4 | 5 |
| (31) | When I study for essay tests, I study the main points rather than details. | 1 | 2 | 3 | 4 | 5 |
| (32) | I spend a lot of time comparing myself to other students, wondering whether I can compete in college. | 1 | 2 | 3 | 4 | 5 |
| (33) | I can study better in the library than I can in my hall. | 1 | 2 | 3 | 4 | 5 |
| (34) | I feel helpless and give up, when I have too much school work to do. | 1 | 2 | 3 | 4 | 5 |
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ACADEMIC SUPPORT PROGRAM

QUESTIONNAIRE

This questionnaire is designed to give us information about student concerns so we can help with academic success. Please answer the following questions. Remember your answers will be anonymous and confidential.

SPRING QUARTER

NEEDS ASSESSMENT SURVEY

Year in School:

Fr ____ So ____ Jr ____ Sr ____

Sex F _____ M _____

College (Major) _____

Please read the following statements and indicate whether you have noticed any change since Fall Quarter.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| less than in the Fall | slightly less than Fall | about the same as Fall | slightly more than Fall | more than in the Fall |

| | | | | | | |
|---|---|---|---|---|---|---|
| (1) | I feel overwhelmed with all my assignments and tests. | 1 | 2 | 3 | 4 | 5 |
| (2) | The instructors talk too fast for me to write everything down. | 1 | 2 | 3 | 4 | 5 |
| (3) | After reading a chapter in a textbook, I often remember little of what I have just read. | 1 | 2 | 3 | 4 | 5 |
| (4) | I often can't sleep because I am thinking about all my assignments and tests. | 1 | 2 | 3 | 4 | 5 |
| (5) | My mind wanders in class; I often miss what the instructor is saying. | 1 | 2 | 3 | 4 | 5 |
| (6) | When a subject becomes too difficult or boring, I tend to give up trying to understand it. | 1 | 2 | 3 | 4 | 5 |
| (7) | I usually can't guess what material the instructor will cover on a test. | 1 | 2 | 3 | 4 | 5 |
| (8) | I spend a lot of my time partying, watching TV, or goofing around to the point of hurting my studies. | 1 | 2 | 3 | 4 | 5 |
| (9) | I forget what I have learned when I get in a test. | 1 | 2 | 3 | 4 | 5 |
| (10) | I can't make sense of the notes I take in class when I go back to study. | 1 | 2 | 3 | 4 | 5 |
| (11) | I usually skim through chapters rather than reading in depth. | 1 | 2 | 3 | 4 | 5 |
| (12) | I have difficulty concentrating on test questions because I am so nervous. | 1 | 2 | 3 | 4 | 5 |
| (13) | I often read my assignments without actually thinking about what I'm reading. | 1 | 2 | 3 | 4 | 5 |
| (14) | I have trouble getting started with my studying. | 1 | 2 | 3 | 4 | 5 |
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## SOUTH AREA RESIDENCE HALLS DEMOGRAPHICS

| HALL/COMPLEX | OCCUPANCY | ROOM CONFIGURATION | SEX RATIO (M/F) | ASSIGNMENT PATTERN | DISTRIBUTION OF RANK (%F/So/Jr/Sr) | FRESHMEN GPR FALL'84 |
|---|---|---|---|---|---|---|
| Baker | 765 | singles/doubles | 55/45 | co-ed | 40/35/15/10 | 2.27 |
| Smith/ | 460 | doubles | 60/40 | co-ed | 43/40/13/4 | 2.27 |
| Steeb | 460 | doubles | 60/40 | co-ed | 38/45/10/7 | 2.19 |
| Bradley/Paterson/ Siebert | 830 | doubles/triples quads | 64/40 | co-ed | 50/25/15/10 | 2.40 |
| Stradley/ | 460 | doubles | 0/100 | female | 71/19/06/04 | 2.34 |
| Park | 460 | doubles | 100/0 | male | 65/24/07/04 | 2.37 |
| Mack/Canfield | 540 | singles/doubles triples/quads | 0/100 | female | 50/25/15/10 | 2.37 |

## References

Moos, R. H. (1979). Evaluating educational environments. San Francisco: Jossey-Bass Publishers.